

***California
Commission on Teacher Credentialing***

***Meeting of
February 6-7, 2002***

AGENDA ITEM NUMBER: **PREP - 3**

COMMITTEE: **Preparation Standards Committee**

TITLE: **Recommended Approval of SB 395 Staff
Development Programs for Teachers of English
Learners**

 X **Action**

 Information

 Report

Strategic Plan Goal(s):

- Goal 1: Promote educational excellence through the preparation and
certification of professional educators**
- Sustain high quality standards for the preparation of professional
educators

Prepared By: _____ **Date:** _____
Margaret Olebe, Ph.D.
Administrator, Professional Services Division

Approved By: _____ **Date:** _____
Mary Vixie Sandy
Director, Professional Services Division

Authorized By: _____ **Date:** _____
Dr. Sam W. Swofford
Executive Director

Recommended Approval of SB 395 Staff Development Programs for Teachers of English Learners

Professional Services Division

January 10, 2001

Executive Summary

SB 395 (Hughes, 1999) extended provisions of existing law that authorized staff development training for certain experienced teachers to prepare them to teach English learners in the general education classroom. Under SB 395 such training could be provided to teachers with permanent status as of January 1, 1999 through January 1, 2005, provided that they met all eligibility requirements, and completed either 45 or 90 hours of such training in a Commission-approved program. This item reports on actions taken by the Commission, as set out in statute, to design and implement a program-approval process, and recommends 14 program sponsors be approved as providers of SB 395 staff development.

Policy(s) Issue to be Considered

Should the Commission approve the recommended staff development programs for teachers of English Learners pursuant to SB 395 (Hughes, 1999)?

Fiscal Impact Statement

The revision of program guidelines, development of a program advisory and implementation of the approval process was provided for in the base budget of the Professional Services Division for FY '01 –'02.

Recommendation

Staff recommend that the Commission approve the programs listed in Table 1.

Recommended Approval of SB 395 Staff Development Programs for Teachers of English Learners

Introduction

In California there are several alternative routes for teachers to obtain an authorization to teach English learners, either in their own classrooms or in specialized settings.

Currently, the Commission has approved Cross-cultural Language and Academic Development (CLAD) Emphasis Credential and Certificate Programs for the purpose of preparing teachers to teach English learners in English. The CLAD Emphasis Credential is available to prospective teachers who are pursuing an initial multiple or single subject basic credential through an approved program of professional preparation at a college or university. The CLAD Certificate is issued to credentialed teachers who successfully complete 12 upper division or graduate level degree-applicable units in approved courses at a college or university, or who successfully complete Tests 1, 2, and 3 of the Commission's CLAD/BCLAD Examinations. Both the CLAD Emphasis Multiple and Single Subject Teaching Credential and the CLAD Certificate authorize teaching English learners in mainstream general education classrooms and in specialized settings.

In addition, certain experienced teachers may obtain a Certificate authorizing teaching English learners in the subjects authorized by the basic teaching credential by completing a 45-hour or 90 hour program of staff development in English Language Development (ELD) and/or Specially Designed Academic Instruction in English (SDAIE) offered pursuant to SB 395 (Hughes). This statute amends Education Code Section 44253.10 by extending and revising provisions originally set out in SB 1969, which sunset in 1999. The current statute requires the Commission to approve any new programs of staff development using guidelines for these programs originally developed under SB 1969 (Hughes) and then revised to reflect current policies and practices for teaching English learners. Under the earlier statute only staff development programs offered by professional organizations were required to obtain Commission approval. One program, offered by the California Teachers Association, was approved by the Commission in 1998. Current law requires the Commission to approve all such programs whether sponsored by local education agencies, institutions of higher education or professional organizations. Individuals completing a Commission-approved program will receive a Commission-issued SB 395 Certificate. Individuals who have already completed the Commission-approved program may elect to convert their certificates from locally-issued to Commission-issued certificates.

This item describes the nature of these programs, the process implemented for reviewing proposed programs, and staff recommendations for program approval.

Background

Provisions of SB 395 address: (1) eligibility for staff development programs; (2) programs options and authorizations; (3) program guidelines; and (4) program approval processes. This section of the Education Code requires all individuals to complete the staff development program by January 1, 2005.

Eligibility.

To be eligible for SB 395 training, a teacher must hold a valid, basic teaching credential and be a permanent employee as of January 1, 1999 of a school district or county office of education, with specified exceptions.

The exceptions are a teacher who was previously a permanent employee and then was employed in any California public school district within 39 months of the previous permanent status, or a teacher who has been employed in a school district with an average daily attendance of not more than 250 for at least two years.

Program Options

For teachers who meet either of these two requirements, the law provides for two distinct 45 hour segments of staff development. The content is to consist of: (1) an initial segment of 45 clock hours covering a combination of Specially Designed Academic Instruction in English (SDAIE) methods and English Language Development (ELD) instruction, and (2) a second segment of 45 clock hours of training of either ELD instruction or a combination of SDAIE methods and ELD instruction.

Whether a teacher will complete one (45 hours) or two (90 hours) segments depends on the authorization being sought, authorization of his or her basic credential (Multiple Subjects or Single Subject Credential), years of teaching experience, and nature of professional experience. SB 395 provides that:

1. A teacher who holds a *Multiple Subjects Credential or other valid elementary teaching credential and who has nine or more years of teaching experience, and certified experience or training in teaching English learners* may be assigned to teach English learners using SDAIE methods and content-based ELD instruction in subjects taught in a self-contained classroom (consistent with the authorization of his or her basic credential) if he or she completes 45 hours of training in a combination of SDAIE methods and ELD instruction.
2. A teacher who holds a *Single Subject Credential or other valid departmentalized teaching credential* may be assigned to teach English learners using SDAIE methods and content-based ELD instruction in any departmentalized teaching assignment that is consistent with the subject and grade authorization of his or her basic credential if he or she completes 45 clock hours of staff development in a combination of SDAIE methods and ELD instruction. Single Subject Credential holders do not need to have

a certain number of years of teaching experience or other prior professional experience with English learners to participate in this training.

3. A teacher who holds a *Multiple Subjects Credential* or other elementary teaching credential and has either less than nine years of full-time teaching experience in California public schools or no certified experience or training in teaching English learners may be assigned to teach English learners using SDAIE methods if he or she completes 45 clock hours of staff development in a combination of SDAIE methods and ELD instruction. This same teacher may be assigned to provide ELD instruction to English learners in a self-contained classroom if, within three years after completion of the 45 clock hours of staff development in a combination of SDAIE and ELD described above, he or she completes an *additional* 45 hours of staff development which includes additional training in a combination of SDAIE methods and ELD instruction or training in ELD instruction only.

Guidelines

Under this statute the Commission must establish guidelines for the staff development program that are aligned with teacher preparation leading to the CLAD Certificate. The guidelines originally established under SB 1969 were revised to reflect current policies for teaching English learners, including the teaching of reading. To facilitate their use, the number of guidelines was reduced from 22 to 9 and the participant competencies were included within each guideline as appropriate. The current guidelines are:

Guideline 1	Program Design
Guideline 2	Participant Assessment Plan
Guideline 3	Foundational Knowledge
Guideline 4	Role of Assessment
Guideline 5	English Language Development
Guideline 6	SDAIE
Guideline 7	Capacity to Offer a Staff Development Program
Guideline 8	Administration of Teacher Eligibility
Guideline 9	Authorization of Certificates of Completion

These guidelines meet applicable federal statutes and address qualifications of staff developers, as required in this section of the Education Code, and do not require additional time for program completion.

Program Approval

This statute provides for Commission review of staff development programs in relation to the guidelines, and requires that all programs not previously approved be reviewed. Colleges and universities as well as local education agencies are eligible to be program sponsors. Each program submitted for review that does not meet the applicable guidelines upon initial submission may be reviewed a second time. All such reviews

must have been completed by January 1, 2002. Persons already enrolled in programs prior to January 1, 2002 may apply for locally-issued certificates of completion until January 1, 2003.

Review Process

A program advisory containing the revised program guidelines, submission directions, guidance to prospective program sponsors, and relevant coded correspondence was circulated to the field in June 2001. Two informational meetings, one in Southern California and one in Northern California, were held in the same month. In the advisory, timelines for submissions by program sponsors and for response by the Commission after review were set out. Three submission opportunities were established, one each in July, September and November. Prospective sponsors were required to state whether they were applying for the first segment of training, consisting of 45 hours of training in both ELD and SDAIE, and/or the second segment of training, consisting of 45 hours of additional instruction in combined ELD and SDAIE, or ELD only. They were also required to state how the training would be differentiated for elementary and secondary teachers.

A review team of qualified individuals from K-12 and institutions of higher education was selected from a cross-section of statewide applicants. A total of ten individuals participated as reviewers. The review team was trained and calibrated by Commission staff at its initial meeting. All submissions were reviewed by a minimum of three reviewers all of whom were neither affiliated with the program nor from the same part of the state. All programs submitted were reviewed within the required timelines.

A total of nineteen submissions were received. Of these, eleven submissions were for the first 45 hour training segment, one was for the second 45 hour segment and seven submissions were for both segments. No submission was found to meet all guidelines upon initial review. All prospective program sponsors were provided extensive written feedback on those guidelines found to be less than fully met, as well as the opportunity for discussion of the information with staff. Of those submitted, six declined to resubmit their proposals for a second review. One program was not recommended for approval.

Staff Recommendation

Based on a thorough review of program materials submitted in response to the guidelines, staff recommend the following sponsors be approved to provide staff development training for teachers of English learners pursuant to SB 395.

Table 1. Sponsors and Programs for Staff Development Pursuant to SB 395 Recommended for Approval.

Sponsoring Organization	Type of Program
1. California State University, Long Beach Center for Language Minority Education and Research	Segments 1 & 2, Elementary and Secondary
2. Inyo County Office of Education	Segment 1, Elementary and Secondary
3. Lancaster School District, Antelope Valley Consortium	Segments 1 & 2, Elementary
4. Long Beach Unified School District	Segments 1 & 2, Elementary and Secondary
5. Orange County Department of Education	Segment 1, Elementary and Secondary
6. Riverside County Office of Education	Segment 1, Elementary and Secondary
7. San Bernardino Superintendent of Schools Office	Segment 1, Elementary and Secondary
8. San Diego County Office of Education	Segment 1, Secondary
9. San Diego Unified School District	Segment 1, Elementary and Secondary
10. San Joaquin County Office of Education	Segment 1, Elementary and Secondary
11. San Luis Obispo County Office of Education	Segment 1, Elementary and Secondary
12. San Mateo County Office of Education	Segment 1, Elementary and Secondary
13. Ventura County Office of Education	Segment 1, Elementary and Secondary

